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ABSTRACT

A project was undertaken to develop classroom materials for a tourism program that would integrate work experience and classroom instruction. After reviewing available literature, conferring with other educators, and conducting a series of interviews with persons employed in the hospitality industry, the researcher developed a set of instructional materials that focused on the sales and marketing skills required for jobs in the tourism industry. These project-developed materials included competency lists, an overview of the lodging industry, 10 job descriptions, material on career progression, a step-by-step description of travel agent responsibilities with a client, training guides, a learning contract form, and an outline of a course on hospitality sales and marketing. After these materials were developed, they were presented in an internship class and evaluated to determine their effectiveness. (The classroom materials mentioned above are appended to this report together with sample learning contracts and employer rating forms.) (MN)

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FINAL REPORT

CURRICULUM DEVELOPMENT FOR THE TOURISM OPTION
OF THE HOSPITALITY, RESTAURANT MANAGEMENT PROGRAM
(Project No. 83-131/132-600-1(149-150)(A))

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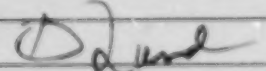
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ABSTRACT

- Title:** Developing Curriculum Materials for the Tourism Option of the Hospitality, Restaurant Management Program
- Problem:** Within the State of Missouri and the Metropolitan area of St. Louis, the Tourism industry is increasing in importance. Developing instructional programs that effectively meet the needs of the expanding Tourism industry is a current vocational problem.
- Scope:** This report deals specifically with providing instruction for the marketing skills needed in the Tourism industry. My overall objective was to develop classroom materials for the Tourism program that integrated work experience and classroom instruction. The focus was on occupational opportunities that required an emphasis on marketing and sales skills.
- Methodology:** A qualitative research method, Naturalistic Inquiry, combined with a review of available literature and conferences with other educators led to the production of materials for the Tourism internship class.
- Results:** The materials produced were competency lists, an overview of the lodging industry, career progression materials, job descriptions, a step by step travel agent's guide, training guides and a learning contract form.
- Recommendations:** Whenever people gather to share information, thoughts, ideas and attitudes on any subject, travel and hospitality perform an invaluable function. It is evident from my research that meeting planning is an integral part of this function of gathering people together. As an educator I am vitally interested in an effective means of disseminating information and an effective means is conferences and meetings. It is therefore my recommendation that an in-depth study of meeting planning take place for the purpose of developing suitable vocational education materials.

CURRICULUM DEVELOPMENT FOR
THE TOURISM OPTION
OF THE
HOSPITALITY, RESTAURANT MANAGEMENT PROGRAM

Problem:

Within the State of Missouri and the Metropolitan area of St. Louis, the Tourism industry is increasing in importance. Developing instructional programs that effectively meet the needs of the expanding Tourism industry is a current vocational problem. This report deals specifically with providing instruction for the marketing skills needed in the Tourism industry. The whole spectrum of skills needed to successfully market a city or a state as a travel destination opens the door to a wide variety of career opportunities.

It has been our experience that the cooperative education method of combining work with related classroom theory is an excellent teaching strategy. Since St. Louis is a travel destination and vitally interested in attracting travelers, it is a potential laboratory for tourism students. Classroom materials that integrate work experience and classroom instruction in the Tourism industry have been scarce. This report deals with the development of classroom materials that focus on needed marketing skills for Tourism and integrate the supervised work experience with marketing principles.

There were three phases to this study. The first phase concentrated on the development of a method of research that would allow a thorough understanding of industry needs for sales and marketing skills in the Tourism industry. The methodology that proved most effective is explained in a paper that was submitted in fulfillment of F475 an in service distributive education course. This paper is in Attachment a. This same methodology can be used by anyone wishing to study an industry for the purpose of developing curriculum materials.

The second phase dealt with using the information gained from the research period to develop materials for an internship class. The materials developed were competency lists, a

lodging industry overview, ten job descriptions, material on career progression, a step by step description of a travel agent's responsibilities with a client, training guides and a learning contract form. In addition to using the information for the internship class many of the concepts are taught in other classes within the program. An outline for our class, Hospitality Sales and Marketing appears in Attachment b. This is based on the structure for marketing principles found in marketing textbooks. The information received during the research process is also used to provide illustrations and examples for this marketing class.

All the materials are in attachment b with a detailed explanation of their use.

Phase three of this study was the implementation of the use of these materials in our internship class and an evaluation of the effectiveness of these learning materials. While phase three is still continuing some results are already evident. In the second section of attachment d are completed learning contracts showing the employer's appraisal of the student and other employer rating forms. An encouraging trend is the hiring of our students by businesses within the Tourism industry.

Objectives:

The overall objective for this study was to develop classroom materials for the Tourism program that would integrate work experience and classroom instruction.

There were six specific objectives. The first objective:

1. To meet the expressed need of the Tourism industry for relevant education.

During this study intensive efforts were made to listen to industry executives. As the study progressed a qualitative method of research, the Naturalistic Inquiry, was used so other teachers would be able to duplicate my method of research. The procedures used to involve industry in the development of curriculum are explained in attachment a.

A primary interest of vocational education is to place students and graduates in suitable jobs, so my discussions with industry people revolved around job needs. From reviewing available literature and talking to leaders within the industry I was able to develop lists of skills needed for entry and progression in the Tourism industry. In order to set boundaries for this study the focus was upon marketing skills.

II. To develop instructional materials for teaching marketing skills needed within the Tourism industry.

- A. Competency lists
- B. Lecture outlines
- C. Classroom materials
- D. Training station guides

The competency lists were derived from a variety of sources, other educators, available literature, and industry leaders. The lecture outlines follow the organization of the standard marketing textbooks and are integrated into a course outline for marketing. Classroom materials focus on needed material for supervised work experience although the concepts should also be introduced in other related courses such as Introduction to Tourism, Hotel Operations, Basic Travel Procedures and Hospitality Sales and Marketing. These materials for the classroom include an overview of the lodging industry, job descriptions for the lodging industry and a travel agent, training guides for the lodging industry and travel agencies, and a step by step procedure for a travel agent with a client. These materials and a detailed explanation of their use is attachment b of this report.

III. To provide a method of effective guidance for students in their learning of occupational marketing skills.

The classroom theory presentations that are based on the academic structure of marketing rely heavily on illustrations and examples from the Tourism industry. The job descriptions and the material on progression in addition to being used in the classroom are valuable guidelines in individual counseling sessions with students.

For the internship the students are required to write their learning objectives as part of the learning contract. The competency lists provide a standard for comparison to see

their learning objectives will be beneficial for their careers. An individual project is assigned each student based upon the student's written learning objectives.

The training guides provide a method of insuring student involvement in classroom discussion while retaining the control of the focus of the discussion by the instructor. An explanation of the use of training guides and all the materials is in attachment b.

IV. To strengthen the cooperative method of teaching Tourism.

A key factor in the success of the cooperative method of instruction is the documentation of the learning experience. With the competency lists and the student learning contracts the coordinator is able to individualize the training station calls. This provides a method of evaluating the students's learning experience within the job situation.

Discussing this learning experience with peers through the use of the training guides in the classroom further reinforces the learning experience from the job situation.

V. To make students more employable in the Tourism industry.

While the length of the study does not permit a complete answer to this objective the indications at this time are very positive. In the second section of attachment d I have included some completed student contracts and employer reports. These generally show an approval of the student's work habits.

VI. To share these materials with other teachers.

Attachment b of this report includes all the materials that were a result of this study with an explanation of how to use these materials. The use of training guides as a learning experience is further explained in Jack Miller's book "Cooperative Education Workbook." The procedure for developing these materials was the subject of a paper submitted in partial fulfillment of the requirement for an in service class in Distributive Education. This paper was written so that other teachers might be able to duplicate the research. I have provided the entire paper as part of attachment a. These materials are easily shared with other teachers within my own college as we regularly make reports on our activities to interested parties.

Conclusions and Recommendations:

Without exception the industry leaders I interviewed were very cooperative and open in their answers to my questions. They all expressed an appreciation for being asked to assist in the development of educational materials.

In this era when the amount of information available to all of us is overwhelming by its sheer volume, industry looks to education to help sort out and make sense of this information revolution. Educators are professionals in deciphering and disseminating information. We will all prosper if education and industry are able to work together to meet the needs of our society for a productive workforce.

One of the problems encountered in performing research is that we must all work within time and budget restraints. While I received much valuable information and I was able to convert this information into useful curriculum materials, I uncovered other areas that deserve further inquiry. The Tourism industry links together a diversity of activities and business operations. As an educator I am vitally interested in the function of travel and hospitality in bringing people together to share thoughts, ideas, attitudes and information. Within my own discipline I see the need for well run, well thought out meetings as a means of remaining current in my field. In other disciplines educators have this same problem of coping with all the important information available. If we as educators are going to form a viable link with industry and perform a needed service for our community we must remain current and still retain the integrity of our discipline. The conference of an educational discipline is one method of gathering strength from our colleagues and maintaining a state of the art outlook on our field. The nuts and bolts of running a conference is an area of study for a vocational educator.

It is my recommendation this area of conference and meeting planning be studied for the purpose of developing vocational materials. The meeting planner is becoming an important person in the Travel/Hospitality industry.

ATTACHMENT a.

Procedures

The procedure used to develop these materials began with a search of library materials to see what was already available. On the advice of my graduate advisor I contacted the Interstate Distributive Education Consortium to see what materials they had available on Lodging and Tourism. They were conducting a preliminary research project on the lodging industry. At the time I was conducting my research I was in contact with their project director. We combined some of our efforts in developing competency lists and an overview of the industry.

The most productive research procedure I used was a qualitative method called, Naturalistic Inquiry. In partial fulfillment of an inservice course for Distributive Education I wrote a paper explaining this method of research and how it was used to gather information for the development of curriculum. The explanation given in the paper is limited to the lodging area. However, the same methodology was used to gain an in-depth understanding of the operations of a travel agency.

As the paper explains in addition to gaining information from industry people I also reviewed available literature and discussed my project with other educators from lodging and tourism schools. All of this information was synthesized to develop the curriculum materials that are in attachment b.

A DISCUSSION OF THE METHODOLOGY USED IN
CONDUCTING A STUDY OF SALES AND MARKETING
SKILLS IN THE HOSPITALITY INDUSTRY

by

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PURPOSE

The purpose of this paper is to describe a method of finding valid information from industry sources. The problem to be solved was the design of curriculum materials and classroom materials that prepare student entry and progression into a dynamic industry, hospitality/tourism. A simplified explanation of teaching for vocational education is you subtract what the student knows from what the student needs to know and teach the remainder. What the student needs to know is a continuing challenge when the student is being prepared for an occupation in an industry that is dynamic. Several boundaries existed that provided limits for the information I was seeking. In looking at our Hospitality/Restaurant/Tourism Program it was determined the weakest link was the specific teaching of marketing functions and skills. There were a lot of reasons for this determination, but that is not the purpose of this paper. The study of marketing for my purposes was further limited by the need that it be related to hospitality or tourism.

Vocational education traditionally seeks cooperation between the workplace and the classroom. It therefore seemed logical that some of the answers to what the student needs to know should come from industry people. A primary interest of vocational education is to place students and graduates in suitable jobs, so the study of marketing functions and skills necessarily revolves around jobs. There are three factors relating to people that are involved with success on the job, characteristics or traits, activities, and results. If knowledgeable people within industry could describe adequately these three factors, perhaps a pattern would emerge allowing the development of theory for what a student needs to know. I considered as a tool an in-depth interview with knowledgeable industry people asking questions related to sales and marketing

traits, activities and results of employees. With many years of experience coordinating students' workplace activities with classroom instruction I am very comfortable discussing job requirements with employers.

This method of in-depth interviewing as a tool for acquiring information was discussed with a research specialist on campus. After listening to the type of information I was seeking and the method I wanted to use she referred me to a paper by Dr. Robert L. Wolf of Indiana University titled "Strategies for Conducting Naturalistic Evaluation in Socio-Educational Settings: The Naturalistic Interview." The Naturalistic Inquiry paradigm allows you to start a research effort not with hypotheses or models, but with trying to gain understanding from interacting with others and then examining these interactions for patterns. In addition to the Dr. Wolf paper there is a body of literature reflecting the Naturalistic Inquiry paradigm philosophy that provides the rationale and procedures for using this research method. One of the attributes of a legitimate research method is that it is possible to replicate the experience. Since I knew the scope of what I was seeking was beyond my singular effort I wanted to provide a study others could duplicate. Therefore I moved the strategies for conducting naturalistic evaluation from a socio-educational setting to a socio-economic setting. The purpose of this paper is to explain how I used applicable strategies from Naturalistic Evaluation which falls under the Naturalistic Inquiry paradigm to develop an understanding of the facets of marketing functions within the hospitality/tourism industry. This understanding then serves the practical purpose of guiding the writing of curriculum and classroom materials.

NATURALISTIC INQUIRY PARADIGM

The Naturalistic Inquiry derives its rigor from the field oriented disciplines of cultural anthropology, sociology, and investigative journalism. In defining the concept of naturalistic inquiry much of the material seems to be from a

defensive stance. Cuba refers to the dimensions which characterize inquiry and then contrasts the characteristics of experimental inquiry and naturalistic inquiry.

Naturalistic inquiry is definable by what the investigator does. Investigative actions can take two forms: imposition of a priori constraints on the antecedent conditions (control) and imposition of constraints on the outputs. The more an investigator does both, the more he is experimentally inclined; the more an investigator does neither, the more he is naturalistically inclined. Both experimental and naturalistic approaches can, thus, be conceptualized as occupying different areas within a common inquiry space defined by the two dimensions.

Defining inquiry in this way provides no clues to why an investigator would choose one form of inquiry over another. In general, that decision is made explicit or implicit reference to certain other dimensions which characterize inquiry. These dimensions include the philosophical base (logical positivism vs. phenomenology), inquiry paradigm (experimental physics vs. ethnography or investigative journalism), purpose (verification vs. discovery), stance (reductionist vs. expansionist), framework/design (preordinate vs. emergent), style (intervention vs. selection), reality manifold (singular vs. multiple), value structure (singular vs. pluralistic), setting (laboratory vs. nature), context (unrelated vs. relevant), conditions (controlled vs. invited interference), treatment (stable vs. variable), scope (molecular vs. molar), and methods (objective-intersubjective agreement vs. objective-factual/confirmable)."

Much of the literature is an explanation of these dimensions and a defense of why one element ie., relevant context or multiple reality, is preferable for certain types of research. The apparent need to be defensive provides a discipline for the procedures to be followed for a naturalistic inquiry study to be acceptable as legitimate research. When discussing procedure the topics cover a description of note taking, sorting notes, deriving analytic categories, organizing and finding a mode of explanation to fit the categories and writing as a first person account. A constant focus is on the valid representation of what is happening, and gaining the view or perspective of the world held by the people being studied. Insight and understanding are then achieved by introspection.

This mental process of introspection is described by Schatzman and Strauss as a fundamental operation of analysis of discovering significant classes of things, persons and events and the properties which characterize them. An alternative to discovery is locating the significant classes within the data. Location takes place rather than discovery when a starting framework is utilized and any received theory is a key linkage--that is, a metaphor, a model, an overriding pattern or a "story line."²

Developing and adapting the Naturalistic Inquiry paradigm to socio-educational evaluation has been the work of Dr. Robert L. Wolf. Naturalistic Inquiry is aimed at broad program understanding through qualitative assessment strategies, and Dr. Wolf believes that these strategies contain important methodological concepts. The next section of this paper deals with one of the strategies, the naturalistic interview.

CHARACTERISTICS OF NATURALISTIC INTERVIEW PROCESS

Naturalistic Interview strategies are part of the Naturalistic Evaluation process that also includes naturalistic observation, sampling procedures, data aggregation and analysis strategies, information presentations and a debriefing process. Dr. Wolf explains that it is a dynamic inquiry process demanding extensive interaction between evaluator and participants. He states that Naturalistic Evaluation concerns an orientation an operational form that links the evaluator directly with the system being examined.

I did not only seek pictures as the end result. I sought instead a sense of the multiple realities, multiple perceptions, and multiple truths paraded before me which ultimately took the form of a configuration of meaning. . . This rendering of meaning must come from the participants themselves."³

The intent of Naturalistic Evaluation is to capture the multiple perspectives that exist in order to portray a comprehensive understanding of the program under study. To achieve this information must be collected in an unbiased

fashion from a variety of sources. There are three major kinds of information, observational data, interview data, and existing documentary evidence. The interview data is collected not from random sampling, but rather persons are selected because of the roles they perform, the advocacy they give to certain positions, or their level of participation in the system being assessed. Dr. Wolf explains that while all information is extremely important to the Naturalistic Evaluation approach, insight that emerges through interview encounters help to clarify subtleties in meaning and thus facilitate in-depth and comprehensive understanding.

In Dr. Wolf's instructions for conducting the Naturalistic Interview he begins with a caution.

The Naturalistic Interview is sufficiently unique that a cautionary note is appropriate. Some have confused this process as unstructured interviewing. Nothing can be further from the truth. While the interview often times appears informal or conversational, it is not unstructured. If anything, the process is non-standardized, but each interview clearly has a specific purpose and a specific structure to guide its implementation.⁴

Guidelines for specific techniques are useful for many interview situations include the instruction to arrive promptly, carefully select seating arrangement, explain briefly the purpose to respondent, explain the notes being taken are to help remember exactly what is said and avoid an audience. During the questioning process the interaction must be pleasant, matter-of-fact and permissive. The respondent's statements must be accepted as they are without any preference or interjection of the interviewers' thought. A rhythm should be established that allows the respondent to reply at length. Care must be taken to carefully guide the interview and not allow the respondent to ramble. In this section on the questioning process Dr. Wolf says, "Reinforce the respondent for sharing his/her thoughts with you without reinforcing the substance of his/her remarks." Recording should be verbatim, taking notes that can be understood and later embellished.

Details should be recorded and time should not be taken to erase. Abbreviations speed recording and are filled in during editing.

The questioning process is an open-ended format that seeks to generate full responses to the questions. The interviewer uses active listening and responds to statements appropriately. This may take the form of hypothesizing, asking for specific examples and probing. At some point it is important to summarize what has been said. This recapitulation can serve as a reliability check and functions indirectly to alert the respondent to validate the interpretation.

Note taking is a critical process as each interview must be carefully documented. It is important to retain the message the respondent is giving. Key words and phrases recorded can facilitate the process. Note taking needs to be accurate, but not so time consuming that it interferes with the interview. After each interview has ended, it is necessary to find a quiet spot and edit and fill in the notes while everything is still fresh.

The debriefing process as described by Dr. Wolf is an explanation of the type of mental introspection that occurs.

The intention of this section, however, is to consider the kind of debriefing necessary for sound data analysis. It refers to those times when, in effect, you have conversations with yourself about the interplay of your observations, a specific interview, a series of interviews, and other collected data. It is a period of "data massage" wherein one hypothesizes and speculates. The information is expanded, reduced, then expanded and reduced at least once more. It is at this point that inference and explanation make the data most meaningful. Some say this is the most crucial stage of the data collection process because it goes beyond mere reporting and forces one to think long and hard about what the data mean, or could mean. Because debriefing is a more abstract process than simply recording interview data, it is common to feel unsure and slightly anxious about making statements that are, in a sense, coming from you rather than your respondents. In this regard it is important to trust your intuitions. Be aware of your biases but avail yourself of the simple fact that you are probably more familiar with your data than any secondary or tertiary reader. Your objective is to help others understand your observations and information.

The debriefing process can be used by an individual or an evaluation team.⁵

The process of reporting findings from the collected data should first of all produce readable documents. The report made to some extent depends upon the audience and what is useful to that audience. Inferences made from the data must be reasonable, and explanations must be sensitive, responsive, and intelligent interpretations of the data. Dr. Wolf has developed a form he uses for recording interviews during the course of Naturalistic Evaluation studies. Figure 1 is a copy of this form, which I found useful during my interviewing process.

Many of these processes for conducting the Naturalistic Interview as presented by Dr. Wolf reflect the discipline of the methodology as described in the literature defending the Naturalistic Inquiry paradigm. The next section of this paper deals specifically with safeguards against invalidating factors.

SAFEGUARDS

Guba summarizes how to deal with problems of authenticity.

Problems of authenticity are the most sticky ones confronting the naturalistic inquirer. In dealing with problems of intrinsic adequacy (internal validity), the naturalistic inquirer is advised to establish certain safeguards against potentially invalidating factors; to establish structural corroboration through such techniques as triangulation and cross-examination; to engage in persistent observation; to run audience checks, and to run checks against special referential adequacy materials. With respect to extrinsic adequacy (external validity), the naturalistic evaluator is advised (after a review of possible positions regarding generalizability) to adopt Cronbach's position on the softness of generalizability and to treat each possible generalization only as a working hypothesis to be tested and retested. With respect to replicability (reliability), the naturalistic inquirer is advised . . . to utilize several techniques that will help make the case for replicability: the audit, overlapping methods, and stepwise replication. Finally, with respect to newtrality (objectivity), Scriven's key distinctions between quantitative and qualitative definitions of objectivity are invoked.⁶

Data Reporting and Debriefing Schedule

- I. Pre-Interview Preparation
 - A. Rationale for selection of respondent (pre-arranged)
 - B. Rationale for selection of respondent (non pre-arranged)
 - C. Collection of biographical information
 - D. Collection of organization information
- II. Interview Write-Up
 - A. Narrative
 - B. Critical analysis
 1. List of questions posed by interviewer (taken out of interview data)
 2. Emerging themes
 3. Concerns
 4. Suggested issues
 5. Ambiguities
 6. Inconsistencies
 7. Unique contextual factors
 8. Striking affective aspects, etc.
- III. Resource Documentation
 - A. Obtained or promised documents, etc.
- IV. Follow-Up (Interviewer(s))
 - A. Rationale if planned
 - B. Rationale if not planned
 - C. Arrangements for follow-up interview (time, place)
 - D. Additional documentation needs
 - E. Leads to other respondents (names, telephone numbers, etc.)
- V. Self-Evaluation
 - A. Strengths
 - B. Weaknesses
 - C. Emerging corrective strategies

Figure 1

An explanation of some of the terms used in Guba's summary is in order. The technique of triangulation refers to combining multiple data sources. When a series of bits of evidence all tend in some direction, that direction assumes far greater believability. Cross-examination is the process of examining a subject to see if there are alternative inferences which may be drawn from any set of facts. The audit is a second judge verifying the interpretations of the investigator by examining the data and the system used to collect the data and analyze the data. Overlap methods is the comparison of results from two or more different approaches. Stepwise replication is two teams sharing the verification of issues and concerns while they are both working within the same area of study. Scriven argues that the difference between subjective and objective is the number of judges of experience and that it is often assumed that individual thoughts or concerns are biased and unreliable and that group experiences are reliable and confirmable. Actually judgements of groups can be biased and unreliable while judgements of individuals can be factual and confirmable, therefore objective. Egon Guba further clarifies this concept by explaining the objectivity of data is critical and a naturalistic inquirer should be as reliable a source of data as a quantitative approach investigator. He states, "The issue is not the intrinsic objectivity of the method used to generate information, but the confirmability of the information once it is obtained."

It is important in all research that controls be instigated to protect the integrity of the results. As I describe the activities of my research I will refer to the safeguards that were taken as my work progressed.

DESCRIPTION OF ACTIVITIES

This section presents a description of activities in chronological order. The description is organized around nine interviews. Because of the nature of the methodology, it is necessary to describe more than just the interview techniques employed. The emergent nature of the study and the way it developed is explained. Key linkages as they appeared and were repeated are described as an indication of the factors affecting interpretation of data.

INTERVIEWING

Since I was beginning with a framework location of patterns rather than discovery was my goal. The framework revolved around a curiosity about why people were hired, what they did on the job and how they were evaluated. It was my belief questions based on these three areas would provide information about needed characteristics, activities and results. As the research continued I added the dimension of promotion and included questions about career ladders.

A trial run of my questioning procedure occurred at a summer conference where I had the opportunity to interview a young woman who is filling the position of regional sales manager for an international company covering two states. She was heavily booked so my interview could only take 10 minutes. Observation told me her manner of dress, her appearance, and her ability with verbal communication, in conversation, in making presentations to a group and within our interview setting. The man who arranged the interview told me about the hiring decision which revolved around her previous experience selling a similar product. My questioning then was about the six or eight activities that are critical to her success on the job. In answering she responded with both activities and results she expected. Shortly after the interview I went over my notes filling them in and adding my observational notes. When I had the time these notes were written in their entirety and are still in my files for reference purposes. Although I considered this a trial of the effectiveness of my questioning process her list of six activities was a starting point.

The second interview was undertaken as an opportunity to compare sales and marketing skills outside my immediate industry, hospitality/tourism. The man I interviewed was approximately 40 and appeared in good health. He is a marketing executive for a division of a company making communication satellites. An interesting aspect of his answers was the strong need for an operations background before entering the marketing department. The characteristics

of "social graces" and ability with personal relationships was brought out. Activities included communication skills, verbal and written, both for clients and within the company. Results were succinctly phrased as making it possible for the company to win.

The safeguard for this interview was a second interviewer with the technical background to understand the product. Both before the interview and after the interview we discussed the information and how it would relate to my study. After I recorded in length the results of the interview he edited my observations. I consider this as similar to an auditing procedure.

At this stage I added the dimension of career progression at the request of another research person. She suggested a combining of our research effort and asked if I could study career ladders. As this was a procedure similar to the overlapping methods I felt it could provide another kind of control for my research. I continued the practice of taking accurate notes, recording the notes as quickly as possible and as completely as possible. Since the respondents knew from my introduction I was interested in career ladders the activities question took on a new dimension. The implication of the activity question was the person would perform in such a way he/she would be considered for a promotion. This created an interesting phenomena for the sales and marketing people. Rather than progress step by step up a ladder with a company it seems sales and marketing people move "to a different market challenge" or move "to where you can perform."

Let me continue with the description of my research procedure. Naturalistic Inquiry in addition to interviews uses existing documentary evidence. In my study this meant existing text books. So I read the most recent marketing text books and relevant hospitality industry books, particularly any sections on promotion activities. I also asked for organization charts, and I read job descriptions in D.O.T.

and the Employment Outlook Handbook, an American Hotel & Motel Association booklet, and a set of job description from a national hotel chain. This was my check against special referential data as referred to by Egon Cuba.

My next interview was a personnel director for a major hotel chain. He continued the already mentioned need for an ability with both verbal and written communications. He addressed the question of career progression for sales and marketing people as their movement is more lateral to "different market challenges" even to other industries "E. F. Hutton." He indicated the need for mobility in the hotel industry, "For a career a person must move every two years." Many of their sales representatives were women and they did not always want to move out of St. Louis. He also indicated the marketing position was very prestigious and not everyone wanted to become sufficiently operations oriented to become a general manager.

I continued using the technique of persistent observation and kept in mind the concept of "softness of generalizations." The next interview was the general manager of a large hotel chain. This hotel chain emphasizes the importance of marketing cognizance for their executives and the general manager of the hotel is considered the chief marketing officer. He indicated the development of a career ladder was recent with the refinement of their ability to measure the productivity of sales personnel. He also indicated, "Mobility of location brings the needed competency to move up the career ladder. With women their mobility depends on their husbands jobs." He also mentioned the technical ability to sell makes it easier to move to other companies. He also indicated, "With some women director of marketing is the height of their ambition, while some others do want to become general manager." About 50% of their sales force is female with the director of sales and director of marketing both women. He listed positive thinking as a critical characteristic needed for sales. He listed the ability to interpret the needs of the client as a

skill need. For a marketing director the ability to provide the product which requires the cooperation of all departments and the ability to project the image of the product into the right area were discussed. I interpreted these as results.

The next interview was with the chief executive officer of a corporation that franchises hotels on a national basis. He listed the activities for a sales representative as making calls, maintaining good records of the customer, using direct mail for selling and even running a sales blitz. He offered the insight, "The marketing person must have sensitivity, but it is different for a 1st class hotel, a budget hotel, or a middle class hotel."

The sixth interview was with the director of marketing services for a large downtown hotel. He indicated the need for mobility, "It is a gypsy industry and you have to move to where you can perform." Characteristics he listed were being a self starter, outgoing, an ability to talk to people comfortably, having self assurance and a positive attitude. The question about hiring he answered with what I considered an activity, demonstrating an ability to sell by selling yourself and what you have done before. Activities he listed for successful job performance were knowing the market, knowing your location and its business potential, analyzing figures and records to understand what is happening within your business and the community, and writing letters that were well organized. He talked about the duties of a marketing director to set up good systems which is an activity and to use information to maximize profit which is a result. Throughout my previous interviews I was able to take accurate notes and concentrate on the content of our discussions by using a combination of shorthand and common abbreviations. This interview illustrated the difficulties of remaining in charge of the questioning process when working with a marketing executive who is used to doing business over lunch. After this experience I followed the suggestion of my graduate advisor and carried a tape recorder for interviewing work when it was to take place in a restaurant.

At this time I sent my fellow research worker a draft of an organization chart illustrating career ladders. I had been collecting organization charts from the companies where I was doing the interviewing and I drew a composite of these. She sent me a draft of her listing of competencies and concepts for the lodging industry which she was organizing on entry level, mid level and upper level steps. This provided a check of my developing list of characteristics, activities and results. As a safeguard it could be considered part of a triangulation process or the overlap method.

The next interview was with a young woman who is general manager of a mid size downtown hotel. She referred to the possibility of upward mobility from sales, but said, "All sales people do not set their sights on management." The sales people can move up because they can be really involved with other departments and see how they work. The characteristics she listed for sales people were attractive personality, good appearance, good voice, good total impression and being a genuine person. Activities were to book business, do mailings, put together packages, make sure meetings are set up properly, giving a group the personal touch. The results she mentioned as necessary was booking business in January and February.

A young man who is an assistant general manager was questioned about the sales people. He indicated the sales people must know the operation and its capabilities thoroughly. He also indicated very few sales people make the transition from sales to operations, "It is a 9:00 to 5:00 job with no week end work. It may be they do not want the long hours."

The last interview was with the corporate marketing director of a small hotel chain. This was a lengthy interview that provided a great deal of information. I used a tape recorder as a back up for my note taking. As an additional safeguard I had a second person judge my interpretation of the linking concepts within this interview. The hiring question he answered that they wanted people with a sales orientation or a sales background with good communications ability and social interaction skills. "The typical prototype is female,

22 to 25 years old, assertive, their appearance is strong. We look for business moxie, so this young lady can sit in the office of a corporate vice president of a major company and book business for our hotel." Other characteristics he mentioned were dress, articulation, listening ability, upbringing within the person to handle our quality of business, first impressions are important. He mentioned it is different according to which hotel is represented. The activities of sales representatives were outside calls, market research into existing accounts, developing a test market, writing letters, making presentation, organizing their time, keeping in constant contact with established clients, having clients for lunch, knowing how to read the client, knowing the competition. Results expected are the development of group business and corporate transient traffic. The budget is broken down into weekly goals for the sales department. The question about upward mobility he indicated new people are placed in a smaller property for two years and then moved into one of the larger convention oriented properties. Progression not with job title but the size of the hotel was his explanation. For continued growth, "maybe not in position, but at least they grow financially, and in happiness. We throw new job challenges, there is always new markets. As long as we provide them an environment that motivated people can excell in, they can grow with the city. There are new concepts of the hotel business." For a sales representative to become a director of sales the biggest training job is the supervision of people. Of the seven directors of sales in their corporation only one had hotel experience. "A director of sales person would have to make a lateral move to operations to gain that experience before moving to the general managers position." Although he did not foresee anyone making this move he did continue with the thought, "If you have the people skills, you learn the basics of food and beverage, the basics of rooms then you can still become a property general manager."

Most of these interviews took approximately an hour. I have only briefly described the key concepts from each of these

interviews. Naturalistic Inquiry uses the phrase density of linkages as a pattern emerges from the data. I have used this format so you can see the progress of certain patterns. Even without the other data; marketing books, hospitality books and competency lists, a consistency of thought in certain areas was apparent. The mental process leading to understanding the data is described in this next section of the paper. Introspection is a continuous process throughout the whole time span of the interviewing work. So much information was received it was necessary to sort it out.

ANALYSIS OF DATA

The analysis of data requires both a coding process and a debriefing process. As the interviews progressed patterns did appear. As each interview was recorded the concepts that were repeated from different viewpoints I wrote concept phrases on a separate sheet of paper. The categories I used to sort out the concept phrases were the three levels of jobs, entry, mid and upper level. I also categorized each entry as a characteristic or trait, an activity or a result. I did not have strong information giving clear distinctions between mid level and upper level positions, so its function as a category I would rate as only adequate. However the original framework of questions about why people were hired, what they did on the job, and how they were evaluated combined with a cross classification for characteristics or traits, activities and results did serve very well as a means of sorting out the data. The questions on how people found upward mobility served the purpose of filling out the information and giving it another dimension.

As an example of the type of mental process that occurs after coding of concept phrases, just using the brief information in this paper, I traced this line of thought. The activities of writing letters and communicating verbally or talking to people comfortably were continuously mentioned. Frequently appearing was the activity of getting involved in all departments and the statement gaining the cooperation of other departments

I linked as the same concept. Knowing the market and the phrase the right areas for the product are very closely related. Also directly related to this concept of knowing the market is the stated phrase interpreting the customers needs, staying in close contact with cliens, listening ability, and giving clients the personal touch. Knowing the location as it was explained in the interview related to the concept knowing the market. Giving clients the personal touch may be more closely related to the phrase social interaction skills or the phrase projecting image. Projecting image is usually associated with use of media, but it could also refer to the people projecting the image and the sensitivity needed for a first class hotel or a budget hotel or a middle class hotel. The upbringing needed to handle quality clients may also relate to projection of image or sensitivity to a first class hotel. The phrase analyze figures and records is a concept closely related to doing market research of existing accounts. Keeping good records is a prerequisite for this concept. Making calls appeared three times in the interviews. Booking business in January and February is a specific part of the more general statement booking business. The sales blitz concept has a relationship to both making calls and booking business. Developing test markets and putting together packages may have a linkage, but it would require more information to develop. The phrases dress, good appearance and good impression have a conceptual relationship. Positive attitude may have a relationship to the phrase a genuine person and even the phrase attractive personality, but again it would require more information to make a solid link. Being assertive and having self assurance seem to have a relationship. The person that organizes their time as a sales representative may become the director that sets up good systems, but that is obviously not a confirmable concept. All the other concept phrases; self-starter, outgoing, knowing competition, having lunch, maximizing profit, developing group business, developing corporate transient business and meeting budget goals were mentioned only once in

the interviewing process. They are all concepts that appear in the books about marketing. While this is just an example of the type of introspection that occurs, it is clear patterns did emerge. These concepts when combined with the documentary data available to me did allow for a definitive statements about "what the student needs to know." As a final safeguard I had another person compare my final analysis with the recorded interviews. Rather than another educator I went to someone in industry. It was reviewed by a women working in a marketing enterprise with duties of writing, editing and proofing. She did verify that from the data the interpretation was logical.

The answers to the questions about upward mobility created a problem as it appeared I was getting answers about women in sales. The concept of movement to other hotels to acquire needed competencies appeared often enough to give it credibility. I was extremely careful not to reveal any judgemental reaction when the discussion alluded to women, but I did wonder if my presence created any bias. I accepted the statements as information received, but I personally did not feel sufficiently unbiased to make use of the information in my study.

Using all the data available to me I sent job descriptions for a sales representative and a director of sales to my fellow researcher. A copy of these job descriptions is in the appendix with the bibliographic information. The information from this study is being incorporated into classroom materials for a class titles 'Hospitality Sales and Marketing and for the classroom use in our Internship program.

CONCLUSION

It seems appropriate in concluding to identify the strengths and weaknesses of the study. The major weakness was my inexperience with the research model for Naturalistic Inquiry. The majority of my previous experience involved quantitative research methods. To utilize interviews with employers as a

legitimate research method was a new experience for me. I am divided in what I believe to be the major strengths of this study. As a classroom teacher I would say the major strength of this study was the illumination of one area in the landscape of marketing. As a continuing student of the educational process I would say it is the method of study itself that is a major strength.

Trying to place controls on the process so the results would be confirmable required a self discipline that slowed my normal pace of work. Using safeguards such as triangulation, overlap, audit and persistent observation required learning how to use them at the same time I was trying to study the data. In dealing with the problem of reliability and objectivity it would be easier if two people were working on the study together. They would be able to verify each others interpretations and could serve as corrective agents for each others methods.

Several benefits of using the Naturalistic Inquiry method were apparent. I found it to be a credible way of investigating current trends in the industry. I found it revealed information that is unique to our city and beneficial for teaching in our city. The complete immersion in the data provided an in-depth understanding of this particular vocation. From an educator's view it was more beneficial than actually working in a sales position. What is of greater importance by working within the constraints and the controls of a research model it is possible to illuminate other nooks and crannies of the landscape of marketing. It is also possible for someone else to do the focusing of the light of Naturalistic Inquiry.

APPENDIX

FOOTNOTES

1. Egon G. Guba, "Toward a Methodology of Naturalistic Inquiry in Educational Evaluation" pg. 79.
2. Leonard Schatzman and Anselm Strauss, "Field Research, Strategies for a Natural Sociology, pg. 111.
3. Robert L. Wolf, "Strategies for Conducting Naturalistic Evaluation in Socio-Educational Settings: The Naturalistic Interview," pg. 3,4.
4. Wolf, pg. 25
5. Wolf, pg. 39
6. Guba, pg. 80,81

Lodging Industry

Job Description: Sales Representative

The basic responsibility of the sales representative is to book business into the hotel. The duties include making outside calls, servicing existing accounts, developing new business, writing sales related letters, using the telephone for sales promotion, using direct mail for promotion, keeping good records, knowing the capabilities of the hotel, making sure groups are handled properly, and knowing the competition.

The sales representative needs good communications skills and the ability to make a good total impression in person, on the telephone and in writing. The sales representative must have the technical sales skills; making presentations, overcoming objections, closing, and prospecting. The successful sales representative must have insight into the needs of clients, a skill to interpret those needs correctly and the ability to react with a positive approach toward satisfying those needs at the property represented. The sales representative does a certain amount of research with existing accounts to see if they have other business needs the hotel can fill and to make sure they are happy with present service. The development of a rapport with clients through business lunches and appropriate social interaction is always an asset. Frequently the sales representative will explore new markets, doing research into corporate structure, function needs, rate structure needed and methods of obtaining the business. The sales representative works with clients all the way through the function itself. In servicing the needs of clients the sales representative works with other departments in the hotel.

For career progression the sales representative must have mobility. The movement may be for new challenges and growth potential, not necessarily for title. It generally takes the new sales representative two years working at one property before moving to a larger more challenging property. When the sales representative is ready to be a director of sales he/she must acquire supervisory skills. To fill the position of sales representative hotels look at desk clerks, consierges, or bellmen with good public relations skills or people outside the industry with sales skills.

Lodging Industry

Job Description: Director of Sales

The director of sales supervises the work of the sales representatives and is responsible for the departmental goals. Positive thinking is a critical skill.

When sales representatives are developing a substantial piece of business they frequently have the director of sales help in closing the sale and working the business. He/she is responsible for maintaining efficient systems that facilitate the selling process: sales letters, mailings, files, function book, rooms available, and a convention calendar. The director of sales will help put together packages appropriate for the hotel's market. He/she must have a good local contacts and be sensitive to the needs of the hotel's market. The director of sales must be aware of the business environment and be able to react to changes in the economy or changes in the competition. In addition to sales and communication skills the director of sales must be able to organize the work of the department and motivate the sales representatives to meet department goals. The director of sales works with all departments in a hotel to assist in meeting the needs of guests, particularly the groups and convention people booked into the hotel by the sales department.

The director of sales will move to other properties offering different market challenges before becoming a director of marketing. If a marketing person is interested in becoming a general manager of a hotel, in addition to the development of supervisory skills the operations areas of the hotel must be learned.

ATTACHMENT b.

Section 1.

Materials for Lodging

The materials developed for integrating classroom theory with workplace learning experience in the tourism industry are competency lists, an overview of the lodging industry, job descriptions, career progression material, a learning contract form and training guides. In addition to these materials for the Internship class there is a course outline for teaching a theory class in Sales and Marketing for the Hospitality/Tourism Industry.

For this report the competency lists for lodging and a travel agency are separate, but show some duplication of skill requirements. The competency lists are specifically related to sales and marketing skills and concepts. The career level of the competency is marked for the level where the person must develop the competency, first level, mid or second level and third level or executive/owner. The job descriptions that are part of the overview are classified as level one, two or three.

The competency lists, the overview, the job descriptions, the career progression material and the step by step guide provide a guideline for the instructor of the Internship class. The students fill out their learning objectives for the learning contract with the assistance of the instructor and their work supervisor. By using these guidelines the instructor can judge the value of what the student is proposing to learn. If all their objectives cannot be met on the job, a project is assigned related to the students learning objectives. The completed learning contract is used as an evaluative tool for a coordinating call.

Training guides are specifically designed for use during an internship. The student increases his/her base of knowledge through the individual research involved in the completion of the specific training guide. The student shares the results of the research into the policy, methods and procedures of his/her company in a classroom discussion with other students in the Internship class. Instruction takes the structured and controlled form of peer group learning.

The guides of one subject are assigned on an individual basis. Each intern is required to have an individual interview with his/her employer to complete the guide. The completed guides are used as the information topic for discussion at the next class meeting. The student reports to the group and may be questioned by the group. Peers may make comparisons of how the same general job is accomplished by different methods and procedures. The instructor who follows the guides acts as a facilitator of the discussion, guiding and directing the discussion in such a manner that maximum information may be exchanged by the students.

The complete use of training guides as a method of learning is explained in Jack Miller's book "Cooperative Education Workbook." In addition to their use for class discussion they may also be used as a reinforcement of teaching units in all courses of the Hospitality/Tourism program.

The course outline is an outline for teaching the theories of Sales and Marketing. It is derived from the academic structure of marketing and follows the outline of standard marketing textbooks. Some of the materials developed for the Internship class also serve as illustrations and examples for the classroom presentation of the Sales and Marketing class.

The classroom materials of this attachment b. have been divided into section 1 for lodging and section 2 for travel and tourism.

COMPETENCIES - LODGING

Level

1. Type and log check-ins, reservations, and calls. 1.
2. Greet guests and callers in a clear, pleasant manner. 1.
3. Register and assign rooms to guests by applying correct practices, forms, and terminology. 1.
4. Check forms for accuracy and initials. 1.
5. Issue keys to guests. 1.
6. Issue mail to guests. 1.
7. Update room occupancy information. 1.
8. File and chart confirmed reservations. 1.
9. Sell rooms or services over the counter. 1.
10. Post charges to guest accounts. 1.
11. Sell tobacco, candy, paper, and other small items sold at the desk. 1.
12. Stand, at post, greeting arriving and departing guests. 1.
13. Assist guests to and from vehicle or entrance. 1.
14. Answer guests' inquiries accurately 1.
15. Escort incoming guests to room, carrying luggage, sometimes up to 50 pounds. 1.
16. Inspect guests' rooms for order and adequate supplies. 1.
17. Explain room features to guest. 1.
18. Answer questions and provide information about services and facilities of hotel. 1.
19. Answer questions and provide information about local points of interest, entertainment, directions and community. 1.
20. Deliver messages, packages, luggage, and laundry to guests. 1.
21. Transfer luggage for guests when needed. 1.
22. Furnish articles to guests upon request. 1.
23. Hail taxicab and assist guests to and from vehicle. 1.

	Level
24. Arrange for services required by guests during their stay (e.g., stenographer or babysitter).	1.
25. Make and confirm reservations for space, lodging, and related accommodations.	1.
26. Compute cost for space, lodging, and related accommodations.	1.
27. Interview and select new employees.	2.
28. Instruct and train new employees.	2.
29. Assign work tasks to employees.	2.
30. Prepare work schedule for employees.	2.
31. Evaluate employees' job performance.	2.
32. Handle all complaints to satisfaction of the guest.	1.
33. Conduct staff meetings that will motivate and inform employees.	2.
34. Resolve and minimize worker complaints and grievances.	2.
35. Interpret and apply company policies, rules, and regulations.	2.
36. Compose reports, business letters, and departmental memos to necessary parties.	2.
37. Prepare budget.	2.
39. Communicate effectively using the telephone.	1.
39. Ability to direct clientele to important areas of the State.	1.
40. Ability to direct clientele to points of interest in the community.	1.
41. Contact by telephone and in person, representatives of government, business and social groups to solicit sales.	2.
42. Motivate employees to work productively and cooperatively.	2.
43. Open the sale.	2.
44. Explain features and benefits.	2.
45. Handle customer objections.	2.
46. Close the sale.	2.

	Level
47. Use suggestive selling in the sale.	2.
48. Reassure customer on the sale.	2.
49. Select prospective customers by reviewing information concerning their activities.	2.
50. Call or write prospects outlining types of services offered and quote prices.	2.
51. Confer with customers to plan function details, space, publicity, time schedule, food, beverage service and decorations.	2.
52. Confer with department heads to plan function details, space, publicity, time schedule, food and beverage service and decorations.	2.
53. Write letters, memos, activity reports, contracts, and sales materials.	2.
54. File sales-related forms correctly.	1.
55. Use accurate recordkeeping techniques.	1.
56. Process outgoing and incoming mail.	1.
57. Accept customer payment, give change, and receipt.	1.
58. Understand operations such as food and beverage, housekeeping, reservations, accounting, and sales.	2.
59. Use effective listening techniques.	1.
60. Use effective employee counseling techniques.	2.
61. Identify the different segments of the hospitality industry.	1.
62. Know the cultural background of the surrounding geographical area.	1.
63. Know the geographical facts of the State.	1.
64. Know the innkeepers law.	1.
65. Know the profitability and productivity requirements for a successful operation.	2.
66. Know liquor regulations	1.
67. Be able to practice public speaking skills	2.
68. Understand the complex motives, values, and goals of individuals.	2.

	Level
69. Be able to analyse the market.	2.
70. Practice effective public relations.	2.
71. Use effective advertising techniques.	2.
72. Work harmoniously with co-workers.	1.
73. Know local and international laws pertaining to travel and the work environment.	2.
74. Know the performing arts activities and recreational activities for the community.	1.
75. Be able to use a computer terminal.	1.
76. Be able to operate an automobile.	1.
77. Use the room rack.	1.
78. Use the folio rack.	1.

THE LODGING INDUSTRY TODAY

A Look at Career Progression for the Marketing and Distributive Education Student.

Research Procedures

The research procedures used in the development of this report on career progression and primary job descriptions are briefly described below.

1. The D.O.T. and the Employment Outlook Handbook were studied for lodging industry job titles.
2. The A.M.H.A. research committee was contacted for the results of their employment study and their listing of job titles and descriptions.
3. Selected business jury members were interviewed to determine:
 - A. The most common entry level position.
 - B. The various job positions most commonly followed by personnel advancing from the entry level position.
 - C. The job requirements of the most common higher level positions.
4. Literature available from the industry was studied to determine personnel requirements.

Careers in the Lodging Industry

There is an excitement to the hospitality business unlike any other. It provides very basic services, food and sleep. It requires a sense of urgency from employees to provide this basic human service at the time the customer needs it. It is interesting, challenging and rewarding. However there are times when it can be frustrating. If you enjoy meeting and working with people, job security and the opportunity to travel and live in different places, a career in the lodging industry may be suited to you.

Innkeeping is an old and respected profession. As far back as the time of the Pilgrims there were inns in our country. They were sometimes used to hold town meetings or even religious services. Thousands of years before this,

small wayside inns were built along trade routes to provide for the needs of the traveler. A small inn that had 100% occupancy on a particular night has been famous for almost 2,000 years.

A strong demand exists for qualified and well-trained employees in three areas of the industry. These are:

1. The Rooms Department
2. Food and Beverage
3. Sales and Marketing

A marketing student can find employment at an entry level that provides services for the guest as a set-up person in convention services, a bus person or a bell person. Frequently these are tipped positions. The bell position is often a good job for a student as it can be financially rewarding at a busy property and provides guest contact. In the hotels catering to VIP guests a concierge provides guests services and requires public relations skills. The reservations clerk is an entry level position that requires good telephone sales skills and good office skills. An entry level position available to qualified students that requires sales ability combined with the service aspect exists at the front desk as a clerk or in the food and beverage operations as a waiter/waitress. An individual in a position requiring sales and service should acquire skills which include various aspects of marketing, product and service knowledge, selling communications, human relations and operations. For the individual to advance on the job several characteristics are important. First it is important for the worker to show good human relations skills. Employees must show interest in people and be able to react properly. These skills are essential because the lodging industry is a service industry and the worker in a guest contact position will deal with a wide variety of guests. It is also important the employee be enthusiastic and show initiative in their work. In addition general business knowledge, an obvious career interest, and an ability to motivate fellow employees are important assets.

A vital function in the lodging industry is servicing the customers' needs with the appropriate product. Therefore it is essential the sales/service person has good product knowledge and use proper selling techniques. The room clerk must know the total variety of rooms and facilities available and must know the full range and the limitations of services available for the guests. The waiter/waitress must know all the menu items as well as items off the menu the kitchen can prepare for special requests.

For the marketing student with a career goal of becoming a General Manager of a hotel there is a very clear career path. In the past it has been possible for a high school graduate to advance to the management of a hotel, but this is becoming more difficult. It is quite possible to advance to second level positions, but to advance beyond this level requires some type of formal industry training and college course work. The front office is an essential stepping stone to all top hotel positions. The front office people have the most exposure to people, the public, other employees and management. A good front desk person is able to communicate effectively to the public, to people in housekeeping, maintenance and security, they are carefully observed by management. Sales skills are developed in dealing with the public. The skill of seeing needed work gets done is developed in dealing with other employees of the hotel. The skill of developing clear, concise reports is developed in working with management. In addition an intrinsic part of the front desk operation is the daily balancing of the books performed by the night auditor. As a result front desk people become very familiar with the hotel bookkeeping system.

The career progression of a lodging employee is affected by the size of the property. It is not unusual for hotels to have as many as a thousand rooms, though there are many with fewer than 25. At certain levels the advancement may be from a 200 room hotel to a 900 room hotel before progressing to the next job title. The significant step in career progression

is the place where a person takes supervisory responsibility either as a lead desk clerk, a night auditor on the night shift or a shift supervisor. This is the first place where someone shows whether they have the potential for management.

Motivating employees to be productive is an essential element affecting the profitability of a hotel. This skill of developing productivity in employees is learned within the operating areas of a hotel, the front desk, housekeeping and food and beverage. This ability to motivate employees combined with the sales and public relations skills learned through heavy guest contact provides the foundation for upward career mobility. The close contact with management and the daily contact with important hotel financial concepts gives the front office employee the best potential for career progression. Food and beverage is a close second.

The sales and marketing function of a hotel also critically affects the profitability of a hotel as this function creates revenue. Sales and marketing is a support service to the operations of the hotel along with accounting, personnel and maintenance. Successful sales and marketing activities require heavy public contact which sharpens communications and public relations skill and close cooperation with management which develops an ability to make clear, concise reports. The importance of the marketing function is recognized within the industry and general managers are frequently the chief marketing officer for the property. In some hotel chains a marketing person may follow a career path to the general managers position. This will require, in addition to the marketing skills, development of the supervisory skills and gaining a thorough knowledge of the operating departments.

For anyone studying the paths to upper management levels there is a trend developing that should be watched. This is the increasing importance of the housekeeping function. As hotels strive to create a sparkling, comfortable yet dramatic environment the skills needed to be an executive housekeeper are being upgraded. It is possible this may become a potential career path leading to the general manager's position.

Salary is affected by the size of the property with the larger properties and the more prestigious properties falling in the upper areas of a salary range. The entry level positions begin with the minimum wage and range to \$5.00 an hour. Middle level positions range from \$10,000 to \$25,000 a year. Upper level positions range from \$25,000 to \$100,000 plus. With normal career progression a qualified person reaches the resident manager's level by their early thirties. General managers range in age from the late thirties to their sixties and even into their seventies.

Level One Lodging
Front Desk Clerk*

The duties performed by a desk clerk are rooming guests, handling money and credit cards, maintaining the room rack, coordinating rooming activities with housekeeping and answering guest inquiries. The desk clerk is expected to work closely with the reservations department. The desk clerk must be neat in appearance and in work habits. It is important the desk clerk make a good first impression on guests as they enter the hotel. A good speaking voice, telephone voice and typing skills are an asset. The retail sales skills of selling up to maintain a high average rate and suggestive selling for other hotel services are both useful skills for a desk clerk.

For a desk clerk to have upward mobility in addition to performing all their duties efficiently they need a good sense of priorities and an ability to gain the cooperation of other employees in accomplishing necessary work. Communications is a critical skill with a need to listen carefully to guests and provide the guests with the right information.

Level One Lodging

Bellperson/Driver

The primary duty of a bellman is to carry the guests' bags to their room at the time the guest checks in. The bellman also assists the guest with luggage when the guest leaves the hotel. In smaller hotels the position is frequently combined with driver. This person then drives guests to and from the airport and to and from other business locations. As a driver they may also fill guests requests for outside purchases such as theater tickets or sporting events tickets.

This position is sometimes used for progression by the career oriented person as it does provide heavy guest contact and introduces the new employee to hotel operating methods.

Consierge

The consierge acts as a guest contact person for the hotel. Depending on the hotel she may provide a wide range of services for the guests from providing information about the community to typing needed reports for the business guest. The position calls for good communication skills and human relations skills. The person should possess a thorough knowledge of the community: places to eat, attractions, nearby recreational activities, local historical sites, shopping areas, entertainment, local transportation facilities as well as the knowledge of services provided internally by the hotel.

For the person interested in career progression a move would eventually be made to the Sales office or the Front Desk.

Reservation Clerk

This position requires close cooperation with the front desk. The person must practice good telephone techniques and have a working knowledge of the hotel's reservation system. The duties of a reservationist include receiving reservations from all sources, writing reservation forms, filing reservations, confirming reservations to the appropriate party and following good office practices.

Level One Lodging

Convention Set-Up

The convention set up person is responsible for setting up meeting rooms and function areas other than banquets. This person works closely with the groups to service their needs. In smaller properties this position may be a part time position combined with other duties of a houseman in the housekeeping department.

Within a sales department the set up is supervised by the convention sales manager. In addition to setting up the rooms and taking care of all the groups needs, equipment must be properly stored and rooms dismantled.

The convention set up person would need further training and education to progress in the hotel industry.

Level Two Lodging

Convention Sales Manager

The primary responsibility of the convention sales manager is to book group business into the hotel. The sales person would deal with both corporation and association business.

The convention sales person needs aggressive sales skills. First impressions are vitally important as this business may be a one time occurrence. Listening to the client to determine what will motivate the client to buy and reacting with a suitable proposal is necessary. The convention sales person must be able to maintain a positive attitude and a positive approach as competition in the meeting business area is strong. Skillful letter writing quickly and suitably giving information to the group is important. Accurate knowledge of rooms and dates available must be within quick reach of the sales manager. Contacts with local meeting planners are significant as these contacts are immediate sources of business. In addition to selling the individual property the location is being sold. The convention sales manager must be knowledgeable about the property, knowledgeable about the location and also knowledgeable about conventions coming to the location. The convention sales manager must be able to coordinate the activities of the group with other departments within the hotel. In smaller properties this position may be combined with catering sales operating within the food and beverage department. For career progression the convention sales manager would need further training in supervisory skills and other aspects of marketing.

Level Two Lodging

Sales Representative

The basic responsibility of the sales representative is to book business into the hotel. The duties include making outside calls, servicing existing accounts, developing new business, writing sales related letters, using the telephone for sales promotion, using direct mail for promotion, keeping good records, knowing the capabilities of the hotel, making sure groups are handled properly, and knowing the competition.

The sales representative needs good communications skills and the ability to make a good total impression in person, on the telephone and in writing. The sales representative must have the technical sales skills, making presentations, overcoming objections, closing and prospecting. The successful sales representative must have insight into the needs of clients, a skill to interpret those needs correctly and the ability to react with a positive approach toward satisfying those needs at the property represented. The sales representative does a certain amount of research with existing accounts to see if they have other business needs the hotel can full and to make sure they are happy with present service. The development of a rapport with clients through business lunches and appropriate social interaction is always an asset. Frequently the sales representative will explore new markets, doing research into corporate structure, function needs, rate structure needed and methods of obtaining the business. The sales representative works with clients all the way through the function itself. In servicing the needs of clients the sales representative works with other departments in the hotel.

For career progression the sales representative must have mobility. The movement may be for new challenges and growth potential, not necessarily for title. It generally takes the new sales representative two years working at one property before moving to a larger more challenging property. When the sales representative is ready to be a director of sales he/she must acquire supervisory skills. To fill the position of sales representative hotels look at desk clerks, consierges,

or bellmen with good public relations skills or people outside the industry with sales skills.

Level Two Lodging

Director of Sales

The Director of Sales supervises the work of the sales representatives and is responsible for the departmental goals. Positive thinking is a critical skill.

When sales representatives are developing a substantial piece of business they frequently have the Director of Sales help in closing the sale and working the business. He/she is responsible for maintaining efficient systems that facilitate the selling process, sales letters, mailings, files, function book, rooms available, and a convention calendar. The Director of Sales will help put together packages appropriate for the hotel's market. He/she must have good local contacts and be sensitive to the needs of the hotel's market. The Director of Sales must be aware of the business environment and be able to react to changes in the economy or changes in the competition. In addition to sales and communication skills the Director of Sales must be able to organize the work of the department and motivate the sales representatives to meet department goals. The Director of Sales works with all departments in a hotel to assist in meeting the needs of guests, particularly the groups and convention people booked into the hotel by the sales department.

The Director of Sales will move to other properties offering different market challenges before becoming a Director of Marketing. If a marketing person is interested in becoming a general manager of a hotel, in addition to the development of supervisory skills the operations areas of the hotel must be learned.

Level Three Lodging
Director of Marketing

The Director of Marketing is responsible for all marketing activities of the hotel and supervises the sales department and the convention services department.

The Director of Marketing understands the image of the hotel as a product, works to provide this product through the cooperation of all departments and projects this image into the right areas for best potential sales. If the hotel is operations oriented, the Director of Marketing will have to aggressively interject his/her marketing ideas on the company. This requires an ability to analyse the competition, determine the market position for the hotel, structure data, quantify the intangible aspects of marketing and present all this to the decision-making executives of his/her property. The Director of Marketing must be able to analyze records to determine what is happening within the market area and be particularly sensitive to the needs of all potential markets, business transient, vacation travelers, corporations, associations and convention goers. He/she needs to stay on top of new lodging concepts such as conference centers. An image within the capabilities of the property is developed. The most effective channels and media to project this image are determined and promotional efforts, internal and external are unified.

The supervisory skills required by a Director of Marketing are an ability to install effective systems that facilitate the market data collection and the selling process and an ability to generate confidence, tenacity, integrity and positive thinking into the sales and marketing people.

Director of Marketing is a prestigious position and further career progression may not always be sought. A Director of Marketing may move to meet other marketing challenges or may move to a corporate vice president for marketing. If a Director of Marketing wishes to become a general manager he/she must be knowledgeable of the operations side of the hotel.

LEARNING CONTRACT

NAME _____ SEMESTER _____

TRAINING STATION _____

SUPERVISOR _____ TELEPHONE _____

TRAINING POSITION _____

CAREER GOAL _____

LEARNING OUTCOME GOALS

ASSESSMENT

1. _____

2. _____

3. _____

4. _____

DO NOT KNOW	POOR	AVERAGE	OUTSTANDING

COMMENTS

STUDENT SIGNATURE _____ SUPERVISOR SIGNATURE _____

TEACHER _____

Name _____ Training Guide Hotel Sales
Training Station _____
Person Interviewed _____

Perfection is made up of little things, selling is a question of doing the simple things well. Selling is an art and requires skill and expertise. It will be easier to become proficient at selling if you have a good grasp of the basics.

1. There are four types of conferences that use hotel meeting rooms. What are the critical points that a sales person should address for each of these types?

Company Conference _____

Association Conference _____

Consultant Courses _____

Amateur Conference _____

2. Are first inquiries answered with a letter or a telephone call? What is the rationale for using this method of communications?

3. What information is required in the banquet book?

4. If a client drops-in for information, how is this contact handled?

5. A professional salesperson is likeable demonstrating appropriate behavior for each occasion. What are some practical applications of this appropriate behavior?

6. People will often buy from us because they believe we understand their problems. What are some suggestions for demonstrating this understanding?

7. What is the best way to present our expert knowledge?

8. What is a good way to close a sales presentation?

9. What kind of market research can be performed within the process of making a sales presentation?

10. What promotional materials are appropriate for a sales presentation?

11. List descriptive words and phrases that make a good impression on the client.

Name _____ Training Guide Sales Training

Training Station _____

Person Interviewed _____

Hotels have a better chance of filling those empty rates and finishing ahead of the game if the need for sales training is recognized. A good sales team ensures extra profits.

1. What people in your hotel are given some type of sales training?

2. What is the length of time required for a training session?

3. Does your hotel have sales manuals? Are they extensively used?

4. What type of information is given to the prospective sales person at the training sessions?

5. Is role playing part of your method of training sales people?

6. What type of product knowledge is needed by the well trained sales person?

7. Do you feel films are effective as sales training aids?

8. Is the trainee encouraged to accompany another more experienced sales person on a sales call? What does the trainee do during the call?
-
-
9. When does the trainee begin to call on prospective clients? What procedure is followed?
-
-
-
10. How is the sales trainee taught to perform the necessary market research with a client?
-
-
11. What kind of practice is given to the new sales person on telephone sales?
-
-
12. What information is given other hotel employees when a new sales person is entertaining a client?
-
-
13. Flexibility, fluency, and confidence come only with time and effort. How are mistakes handled?
-
-

TRAINING GUIDE
FOREST PARK COMMUNITY COLLEGE
HOTEL, RESTAURANT, INSTITUTIONAL - 61.064

NAME _____ TOPIC Convention Sales
TRAINING FIRM _____ DATE _____
PERSON(S) INTERVIEWED _____

As the pattern of business travel continues to change; competition for convention business will increase to maintain a sales volume level. The service and facilities offered to convention groups may be the determinate of choice. Conventions have been and will be an important part of our total sales picture.

-
1. What is the purpose of the St. Louis Convention and Tours Board?

 2. How large is the full time staff of the tourism board, and what is the function of each staff member?

 3. Who from the hospitality industry assists the board; and, in what way or manner do they assist?

 4. What is done to promote tourism and conventions by the state of Missouri, or a state convention and tourism board?

What is the purpose of the state group?

5. What advertising is done to promote conventions and tourist business state wide and locally?

Where is the advertising done?

What is the yearly budget for advertising promotion? Bring an example of advertising or promotion.

6. If there is no food service for the convention, on what basis is the group charged for meeting rooms, set-up of rooms, and service or equipment for the room?

7. What is the policy of the hotel on complimentary services, rooms, food, and beverages, for officers or representatives of a convention group?

8. How much income does your hotel budget for convention business?

What percentage is this of the total income?

What is the average number of conventions per week at your hotel?

9. Diagram an organizational chart of the sales department of the hotel where you work. List a brief description of the duties of each person on the staff.
10. Talk to the sales manager and determine what he must do to coordinate a convention with all departments in the hotel once he has sold the convention?
11. What records are maintained by the sales department and how are they used to book or sell business?
12. In the event of a very large (100% occupancy) convention, what arrangements are made by the hotel for the regular guests?

TRAINING GUIDE
FOREST PARK COMMUNITY COLLEGE
HOTEL, RESTAURANT, INSTITUTIONAL - 61.064

NAME _____ TOPIC Advertising
TRAINING FIRM _____ DATE DUE _____
PERSON(S) INTERVIEWED _____

Seldom known or considered is the amount of money we spend for advertising and promotion. By the proper direction of this expenditure the volume of many operations can certainly be improved.

1. How many give away items are used in your operation? (matches - postcards - etc)
2. What is the yearly budget on each of the items above?
3. What media is used for the advertising that is done by the hotel or restaurant?
4. How much money is spent in each media?
5. How often is advertising done?
6. Is a special advertising effort done for a special season of the year or local event?

7. Does one form of advertising seem to be more effective than others?

Which form and why is it more effective?

8. Do you use any method of measuring the effectiveness of advertising?

If yes, how is the measuring done?

9. Are enclosures mailed out with bills or special announcements mailed to credit or mailing list customers?

If yes, please enclose examples of the enclosures.

10. Who writes or is in charge of the advertising?

What is his sales and merchandising background?

11. What types of in-house advertising and promotion are done?

Please bring examples if available.

12. Is your advertising directed toward one group or area?

If yes, why?

If no, why?

TRAINING GUIDE
FOREST PARK COMMUNITY COLLEGE
HOTEL, RESTAURANT, INSTITUTIONAL - 61.064

NAME _____ TOPIC Front Desk II
TRAINING FIRM _____ DATE DUE _____
PERSON(S) INTERVIEWED _____

As a hotel manager you are responsible for the personnel who work the front desk. Make sure that you are represented in a way that brings credit to the property.

-
1. When you have a full house, what hotels or motels do you call to make reservations for guests? List in order called.

2. How is a complimentary or VIP reservation handled?

What special considerations are given this person?

3. Who makes the rates?

Who OKs special rates?

What are the considerations for special rates?

4. Diagram in organizational chart form the staff of the front desk.

5. What is the room breakdown of the hotel?

- a. Total rooms -
- b. Total single rooms -
- c. Total twin rooms -
- d. Total double rooms -
- e. Total double twin rooms -
- f. Total studio rooms -
- g. Total other types -

6. What are the duties of the desk clerk in the event of unusual or emergency circumstances? Bring examples of any printed instructions available.

7. How many persons or what % of total rooms is your operation willing to overbook?

Will this vary with different types of groups (give example).

8. What types of records are kept on guests (history - forwarding address - etc). Bring examples of any forms available.

9. Give the procedure for handling a guests valuables.

What are your provision for storing?

10. How much credit is an unknown guest allowed before credit is cut off or a credit check is run?

What type check is run?

11. How late are reservations held?

What is the policy on guaranteed reservations?

What is the policy on reservations for known guests.

12. Give a rough layout drawing of the front desk and front office area of your hotel.

TRAINING GUIDE
FOREST PARK COMMUNITY COLLEGE
HOTEL, RESTAURANT, INSTITUTIONAL - 61.064

NAME _____ TOPIC Front Desk I
TRAINING FIRM _____ DATE DUE _____
PERSON(S) INTERVIEWED _____

The front desk is the show place of your hotel. Your knowledge of its operation will assist you in the supervision of the people who work in this area.

-
1. What is the policy of the hotel on registration of local guests?

 2. If proof of marriage is required, what is accepted as proof?

 3. What type of rack is used at the front desk?

 4. What information about the room is on the rack card used in the hotel?

 5. When a room is flagged, what is used in the rack and what are the significances of the various flags?

6. List the procedure for a desk clerk at your hotel in registration and rooming of a guest.

7. What are the principal duties of the desk clerk on each shift and what reports are the clerks responsible for completing?

8. What type of reservation system is used in your hotel? If available, bring examples of how reservations are made.

9. How is the folio for a guest set-up?

Bring an example of a guest folio.

10. Are vouchers required for each charge on the folio? Bring an example of the voucher.

When are the vouchers posted and who is responsible for posting?

11. What type of occupancy forecasting is done and how accurate is the forecasting?

Who forecasts and how far in advance is the forecasting done?

12. List the procedure at your hotel for checking out a guest.

NAME _____ TRAINING GUIDE Sales Management

TRAINING FIRM _____ DATE _____

PERSON(S) INTERVIEWED _____

The key to success in sales management is to select good sales people. Over the years many myths have arisen about what traits lead to success as a sales person. To insure a consistency in the quality of service of the sales department management must do all it can to determine the traits, activities and results needed by a good sales representative.

1. Picture the person you like as a sales representative of your firm. Please briefly describe this person.

2. What assessment is done of persons seeking employment in your sales or marketing department to determine their potential for success?

3. For a person seeking to work in your sales or marketing department what work experience and educational background do you consider appropriate?

4. Do you promote internally? Where would you look within your own firm for a candidate for a position within your sales department?

5. What activities are performed by your sales or marketing representatives?

6. Please describe the evaluation system for your sales representatives. What results are they expected to achieve?

7. Does your company provide opportunities for self development? Please describe briefly.

8. What do you consider is the primary market for your company?

9. What is the salary range potential for your sales or marketing representatives?

10. What strengths do you feel women bring to the position of sales representative?

11. What strengths do you feel men bring to the position of sales representative?

ATTACHMENT b.

Section 2.

Materials for Tourism

COMPETENCIES - TRAVEL AGENT

	Level
1. Understand the factors that influence customers to seek tourism services.	1.
2. Promote a sound image for the tourist industry.	1.
3. Be aware of future developments in the Travel Tourism industry.	1.
4. Organize office procedures so work may be carried out efficiently, analysed constructively and the agency managed competently.	2.
5. Evaluate the effectiveness of promotions in the travel industry.	1.
6. Understand the types of travel agencies.	1.
7. Understand the function of travel agencies.	1.
8. Know the ramifications and implications of legal and professional relationships entered into in a travel agency.	1.
9. Carry out the basic procedures necessary to organize a travel agency.	2.
10. Know the basic business documents and recording processes inherent in the operation of a travel agency.	1.
11. Complete the procedures for financial settlement between the travel agent and the airlines.	1.
12. Compute the fare system necessary to recover costs for a package tour.	1.
13. Complete and identify the fares necessary for credit card transactions.	1.
14. List and define a glossary of terms and expressions relating to the tourism industry.	1.
15. Prepare sales budgets, cash flow budgets, expenditure budgets, and revenue statement budgets.	2.
16. Understand the sources of finance available.	2.
17. Determine the break even point for a travel agency.	2.
18. Calculate wages for an employee of a travel agency.	2.
19. Know tourist packages available within the United States.	1.
20. Be able to advise clients about tourist opportunities available in the United States.	1.

21. Read mail daily to keep abreast of tourist opportunities. 1.
22. List the features of each mode of transportation and distinguish between them. 1.
23. List the features of each type of accommodations available and distinguish between them. 1.
24. Build a portfolio of brochures and pertinent information covering a range of United States package tours. 1.
25. Evaluate own travel experience, listing attractions, services and facilities. 1.
26. List the features of packages developed solely for foreign visitors to United States. 1.
27. Know the laws, rules and regulations associated with the transportation of passengers and baggage by air. 1.
28. Understand the information contained in the various reference material available for travel agents. 1.
29. Understand the principles involved in the calculation of air fares. 1.
30. Understand and use the airlines' information systems for availability and fares. 1.
31. Select and complete the appropriate airline tickets. 1.
32. Arrange the best schedule for the client. 1.
33. Listen to client to determine their needs. 1.
34. Complete all procedures and documentation for clients trip. 1.
35. Be able to generate revenue for the travel agency. 1.
36. Be able to apply laws, regulations and other specific requirements associated with international travel. 1.
37. Recognise and provide advice on the major transportation systems and accommodation of the world. 1.
38. Understand the basic economic structure of countries to which travellers leaving the United States may enter. 1.
39. Advise prospective international travellers of the effects on travel of various geographic features. 1.
40. Have an overall knowledge of countries, their locations and attractions to the traveller. 1.

3.	Level
41. Locate major cities and tourist attractions for each.	1.
42. Be able to calculate times, time differences and elapsed journey times between locations.	1..
43. Read maps used in planning itineraries.	1.
44. Advise clients of the effects of climate on the tourist.	1.
45. Advise clients about international currencies.	1.
46. Be able to explain the features of Travellers Cheques.	1.
47. Know the various forms of insurance specifically available to the tourist.	1.
48. Make reservations for accommodations for the client.	1.
49. Make reservations for rental cars for the client.	1.
50. Be aware of alternate forms of accomodations and travel available to a prospective traveller in particular regions.	1.
51. Handle all complaints to the satisfaction of the client.	1.
52. Conduct staff meetings that will motivate and inform employees.	2.
53. Compose necessary business letters.	1.
54. Communicate effectively using the telephone.	1.
55. Open the sale.	1.
56. Explain features and benefits.	1.
57. Handle customer objections.	1.
51. Close the sale.	1.
52. Use suggestive selling in the sale.	1.
53. Reassure client on the sale.	1.
54. Select prospective customers by reviewing information concerning their functions and activities.	1.
55. Call or write prospects outlining types of services offered and quote prices.	1.
56. Write memos, activity reports, contracts, and sales materials.	1.
57. File sales-related forms correctly.	1.

- | | |
|---|----|
| 58. Use accurate recordkeeping techniques. | 1. |
| 59. Accept payment. | 1. |
| 60. Greet clients in a clear, pleasant manner. | 1. |
| 61. Check forms for accuracy. | 1. |
| 62. Confirm reservations for clients. | 1. |
| 63. Know effective employee counseling techniques. | 2. |
| 64. Know profitability and productivity requirements. | 2. |
| 65. Be able to make presentations of travel opportunities for groups. | 1. |
| 66. Know effective sales promotion techniques. | 1. |
| 67. Know effective sales techniques. | 1. |
| 68. Know effective market analysis techniques. | 2. |
| 69. Know effective advertising techniques. | 2. |
| 70. Know effective public relations techniques. | 2. |
| 71. Be able to find information about the performing arts and recreational activities. | 1. |
| 72. Be able to handle all phases of cruise trips, making reservations, informing the clients, and handling payment. | 1. |

JOB DESCRIPTION

TRAVEL AGENT

The travel agent enters gradually into learning all phases of the operation of a travel agency. Some of the beginning tasks are filing correspondence and brochures, assembling tickets, invoicing and acting as a receptionist. The duties of a travel agent include making hotel reservations, ticketing, writing itineraries, booking commercial travel, selling package tours, car rental, selling cruises, planning vacations, delivering and collecting payment. The travel agent does everything in the office from typing, answering phones, using the CRT, stamping brochures to dusting and vacuuming.

The travel agent needs good communications skills and the ability to make a good total impression in person, on the telephone and in writing. The travel agent must have the technical sales skills, making presentations, reassuring the customer, overcoming objections, closing and follow up. The successful travel agent must have insight into the needs of clients, a skill to interpret those needs correctly and the ability to react with a positive approach toward satisfying those needs. In order to be able to react with appropriate travel recommendations the travel agent continuously studies destinations, accommodations and the modes of transportation. The travel agent works with clients all the way through the departure and even after the trip to see the clients needs were handled properly. The development of a rapport with clients through appropriate social interaction is always an asset.

Some of the characteristics of a good travel agent are a sense of responsibility, a knowledge of world geography, attention to detail, an ability to handle pressure, an enthusiasm for travel and the ability to produce a high quality finished product.

TRAVEL AGENT - CLIENT

1. Agents try to develop a good rapport with client whether the contact be by phone or in person.
2. Agents develop the ability to listen to the client - not only what he is saying but what he really means. (A "budget" tour for our client is not the same as for another). Agents also should be able to advise the client on destinations that would fit his needs even though the client may not have considered the destination himself - yet!
3. Agents should have a thorough knowledge of the product - airlines, tours, cruises, and after evaluating the client, offer those products which fit his needs. Detailed product knowledge is needed to match the right product with the client.
4. Agents then ask for the sale. Call and check availability, something to nail down the decision.
5. Actual booking then begins. All details of price, visas, group flights, etc. are checked. Especially important are all things not included in the brochure are made clear to the client.
6. Paperwork starts. The client file is made up, air is booked, reservations made, etc.
7. Follow through to final completion of trip, whether it is six months away to a that afternoon air flight. If a future vacation, there are usually many chats with clients to advise of completed details where agents continued enthusiasm for clients trip is most important.
8. Assemblage of a packet of documents (tickets, vouchers, etc.) and careful explanation to client as to what is prepaid, etc. Reconfirmation where necessary is stressed.
9. Agent waves and wishes the client farewell.
10. Agent welcomes them home and shows enthusiasm or sympathy for good/bad things that happened. Agent promptly processes any refunds or complaints.
11. Agent keeps a tickler file remembering where client also said they would like to go for future use.

LEARNING CONTRACT

NAME _____ SEMESTER _____

TRAINING STATION _____

SUPERVISOR _____ TELEPHONE _____

TRAINING POSITION _____

CAREER GOAL _____

LEARNING OUTCOME GOALS

1. _____

2. _____

3. _____

4. _____

ASSESSMENT

DO NOT KNOW	POOR	AVERAGE	OUTSTANDING

COMMENTS

STUDENT
SIGNATURE _____

SUPERVISOR
SIGNATURE _____

TEACHER _____

NAME _____ TOPIC _____

TRAINING FIRM _____ DATE _____

PERSON(S) INTERVIEWED _____

The travel agency is generally a small business. There are more than 14,800 travel agencies in the United States. The travel field is growing and travel agents are growing in importance to the travel field. It is important to understand the nature of the business of an agency.

1. How long has your travel agency been in business?
2. Is this an independent agency or part of a group?
3. Does this company have other travel related business operations?
4. How many people are employed in this agency?
5. How long has your average employee been with your agency?
6. What was perceived as your market when this agency originally opened?
What is your present market?
7. Do you have a clientel that returns on a regular basis for your service?
What is the frequency of their need for travel service?
8. What percentage of your business is prepackaged tours?

9. Do you arrange group travel?

What percentage of your business is group travel?

10. Has F.I.T. travel increased in recent years? By what percentage?

11. Do you handle many cruises?

NAME _____ TOPIC _____

TRAINING FIRM _____ DATE _____

PERSON(S) INTERVIEWED _____

Psychology and personality are sometimes more important than being able to perform mechanics of the job. A sincere desire to serve conveyed by the employees is a significant factor in the environment of the agency. Practicing good human relations is an area where management can demonstrate their leadership.

1. What is the effect of the initial greeting by counter personnel?
2. What attitude on the part of your employee has the best effect on customers?
3. What advice can you give the employee for maintaining this attitude in all situations?
4. Sometimes customers are distracted because their emotions are out of control. What is the best way to handle anger? if it isn't your fault? if it is your fault?
5. Sometimes a customer's fears are hard to understand. How do you handle anxiety?
6. Sometimes an excited or overenthusiastic person makes real communication difficult. How do you make sure the enthusiastic person understands your message?
7. Boredome may be the emotion that brings the customer to our door. What is the best way to handle the person who is bored with it all?

8. How do you read what is the emotion that is motivating the person?
9. What is the benefit to the company for effectively handling the motions of the customer?
10. What personality will best harmonize with the type of travel experiences you are offering customers?
11. Sometimes people are abrasive and unpleasant. Rather than being emotionally upset, what is the best way to handle the difficult person?

NAME _____ TRAINING GUIDE Travel Agent

TRAINING FIRM _____ DATE _____

PERSON[S] INTERVIEWED _____

The key to success in managing a travel agency is to select good agents. Over the years many myths have arisen about what traits lead to success as a travel agent. To insure a consistence in the quality of service of an agency management must do all it can to determine the traits, activities and results needed by a good travel agent.

1. Picture the person you like as a travel agent for your business. Please briefly describe this person.

2. What assessment is done of persons seeking employment in your travel agency to determine their potential for success?

3. For a person seeking employment with your travel agency what work experience and educational background do you consider appropriate?

4. Do you have an entry level position in your agency that you consider a good training experience for a travel agent?

5. What activities are performed by your travel agents?

-
-
-
6. Please describe the evaluation system for your travel agents. What results are they expected to achieve?

-
-
-
7. Does your firm provide opportunities for self development? Please describe briefly.

-
8. Travel agencies may be classified as "Mom and Pop," a big-small business, commercial travel, incentive travel. Into which category would you place this agency?

-
9. What is the salary range potential for your travel agents?

-
10. What strengths do you feel women bring to the position of travel agent?

-
11. What strengths do you feel men bring to the position of travel agent?
-
-
-

COURSE OUTLINE
HOSPITALITY SALES & MARKETING
HRM:209

MARKETING

STRATEGIC ELEMENTS

PRODUCT

DISTRIBUTION

PROMOTION

PRICING

ENVIRONMENTAL CONSIDERATIONS

COMPETITION

LEGAL

SOCIAL/CULTURAL

MARKET PLANNING

STRATEGIC PLANNING

STEPS IN PLANNING PROCESS

ROLE OF INFORMATION

SOURCES OF INFORMATION

COMPANY FORECASTS

MARKET RESEARCH

M. I. S.

SETTING PRIORITIES

LAW OF UNEQUAL DISTRIBUTION

MINIMUM COMMITMENT

OPPORTUNITY COSTS

UNRECOVERABLE COSTS

CONSUMERS FOR TOURISM

MARKET SEGMENTATION

GEOGRAPHIC

DEMOGRAPHIC

PSYCHOGRAPHIC

HEAVY USERS

INDUSTRIAL MARKET

CONSUMER BEHAVIOR

SELF-CONCEPT

NEEDS AND MOTIVES

PERCEPTION
ATTITUDES
INFLUENCES
DECISION PROCESS

PRODUCT/SERVICE STRATEGY

PRODUCT LIFE CYCLE CONCEPT
CONSUMER ADOPTION PROCESS
SERVICES
PRODUCT IDENTIFICATION

DISTRIBUTION STRATEGY

TOURISM MARKETING CHANNELS
RETAILING
TRANSPORTATION

PRICING STRATEGY

OBJECTIVES
PRICE DETERMINATION

SALES

PERSONAL SELLING

SALES TASKS

INDIVIDUAL SELLING
INTERNAL SELLING
TELEPHONE SALES
SALES BLITZ

CHARACTERISTICS OF SALES PERSONNEL

RELATE QUICKLY TO OTHERS
COMMUNICATE EFFECTIVELY
POSITIVE ATTITUDE
GOAL ORIENTED

SALES PROCESS

PROSPECTING AND QUALIFYING
APPROACH
PRESENTATION
DEMONSTRATION
HANDLING OBJECTIONS
CLOSING

RETAIL SELLING
INTERNAL SALES
SUGGESTIVE SELLING

SALES MANAGEMENT

BUILDING A SALES FORCE

TRAINING

MOTIVATION

COMPENSATION

COMMISSION

SALARY

COMBINATION

CONTROLS

PERFORMANCE CRITERIA

SALES RECORDS

PROMOTION

ADVERTISING

HISTORY AND PURPOSE

TYPES

MEDIA SELECTION

NEWSPAPERS

MAGAZINES

TELEVISION

CABLE TELEVISION

RADIO

OUTDOOR ADVERTISING

DIRECT MAIL

MEASURING EFFECTIVENESS

AGENCIES

CREATING AN ADVERTISEMENT

LAYOUT

ILLUSTRATIONS

COPY

BUDGET

SALES PROMOTIONS

PUBLIC RELATIONS

PUBLICITY

SUGGESTED FIELD TRIPS

Convention Center
Hotel Sales Department
Radio or T.V. Station
Advertising Agency

SUGGESTED SPEAKERS

Any Sales Representative

SUGGESTED PROJECTS

Hotel Special Package
Radio Spot Ads
Direct Mail Piece
Brochures
Marquee or Window Display
Write Public Interest Story

ATTACHMENT c.

Bibliographies

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The Cornell Hotel and Restaurant Administration Quarterly, School of Hotel Administration, Cornell University, Ithaca, New York 14853

Foodservice and Hospitality News, NMW Commodity Consultants Ltd., 85 Bloor Street E., 4th Floor, Toronto, Ontario, M4W 1A9, Canada

Hospitality - Lodging, Industrial Publishing Company, 614 Superior Avenue West, Cleveland, Ohio 44113

Hotel and Motel Management, Harcourt, Brace, Jovanovich, Inc., 1713 Central Street, Evanston, Illinois 60201

Lodging Magazine, American Hotel and Motel Association, 888 Seventh Avenue, New York, New York 10019

Service World International, Cannors Publishing Company, 5 South Wabash, Chicago, Illinois 60603

Textbooks/Reports

Kalani, Henry, Curriculum Guide for Hospitality Education. Part I. Exemplary Project, Bureau of Occupational and Adult Education, Washington, D.C., May, 1975.

Kasavana, Michael L., Effective Front Office Operations, CBI Publishing Company, Inc., Boston, Massachusetts, 1981.

Lundberg, Donald E. and Armatas, James P., The Management of People in Hotels, Restaurants, and Clubs, William C. Brown Company Publishers, Fourth Edition, 1980.

Powers, Thomas F., Introduction to Management in the Hospitality Industry, John Wiley and Sons, 1979.

Renner, Peter Franz, Basic Hotel Front Office Procedures, CBI Publishing Company, Inc., Boston, Massachusetts, 1981.

Trade Associations/Organizations

American Hotel and Motel Association
888 Seventh Avenue
New York, New York 10019

Contact: Robert L. Richards, Executive Vice President
Phone: 212-265-4506

International Society of Hotel Association Executives
(No permanent address--offices change annually.)

Hotel Sales Management Association
Suite 1100
362 Fifth Avenue
New York, New York 10001

Contact: Leonard H. Hoyle, Jr., Executive Director
Phone: 212-868-3466

Wisconsin Innkeepers Association
509 W. Wisconsin Avenue
Room 612
Milwaukee, Wisconsin 53203

Contact: Harold P. Pearson
Phone: 414-271-2851

Bibliography

(May be used for further study on this subject.)

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Voich, Mottice, and Shrode. Information Systems for Operations and Management, Southwestern Publishing Co., Cincinnati, OH; 1975.

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Other Published Material

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Tisdal, Carey E., "A Discussion of the Methodology Used in Conducting the Evaluation Study 'The Natural Science Hall and Nature's Garden: A Study of Visitors, Summer 1979'." 1980,

ATTACHMENT d.

Section 1.

Questions

Media Search

My college has given me a sabbatical leave to provide time to conduct an important study of skills needed by sales and marketing people. The objective of my study is to gain a clear picture of skills needed for entry and career progression within the lodging industry. I am particularly interested in those jobs and the activities within those jobs that permit the greatest upward mobility.

QUESTIONS

1. Please illustrate the organization chart of your establishment.
2. What is the beginning job in Sales and Marketing that gives the best upward mobility.
3. What activities are performed by this person that will provide the opportunity for upward mobility?
4. When this person is hired what personal characteristics and work experience do you consider appropriate.
5. After they have successfully mastered the skills of this beginning level job what is the step upward?
6. At this level what activities are performed?
7. What results will make them a candidate for promotion?
8. What is the upward movement from this position?
9. On this third level of career progression what activities are performed?
10. What results are expected that will lead to further career progression?
11. What is the upward movement from this position?
12. What are the activities performed at this higher level?
13. Is their further mobility at this level?
14. What is the salary range potential for your sales and marketing people?



St. Louis Community
College

at Forest Park

To: Bureau 1-12

Date: 9-16-82

From: Carol Sheehy & Carol Tindal Ext. 308 & 194

GOOD MORNING!

We need a system select for marketing and
sales for hospitality/tourism occupations.

Select: PC only
active status only
all call & collection codes
3 copies
author, title, subject & call no.

Topics include:

Marketing, sales & advertising in general
(must group these in one run--*id items)
Hospitality: travel, tourism, restaurants,
banquets, conventions, meetings, hotels.

Nos. we've chosen:

386.502 transportation
*312.072 statistics
642.4-642.9 eating places
647.04-647.09 hotels
659.436 conduct of conf. & meetings
*658.8-659.39 Marketing & Advertising
790.06 management of recreation
910.4 tourism

Thank you.

HOSPITALITY SALES
AND MARKETING

Rental Sources

Source: Films for Business and Industrial Organization and Management,
Penn. State, 1980

Hard Sell vs. Soft Sell - p. 15
Making That Sale - p. 19
Marketing The Myths - p. 20
Plus Over Normal - p. 24
Presenting the Offer - p. 24
Qualifying the Buyer - p. 25
The Salesmachine - p. 26
Selling is Communicating - p. 27

Source: Business and Economic Films
University of Illinois Film Center, 1980

The People on Market Street, Unit No. 3 Demand p. 76
The People on Market Street, Unit No. 4 Supply p. 76
The People on Market Street, Unit No. 5 Market Clearing Price pp. 76 and 77
The People on Market Street, Unit No. 6 Wages and Production p. 77
The Sharper Focus p. 87
* Up Here Looking Down - The Billboard Reconsidered p. 95

Source: National Audio Visual Center
(Brochure)

The Advertising Question
The Follow-Up
You and Your Customers
A Step in the Right Direction
The Calendar Game

Preview/Purchase Sources

(May be rented, but at higher price than University Film Center -
Sandy will check other sources if you wish to use.)

Source: CRM/McGraw Hill Films 1982/83

Probing for the Sale - p. 16

Why People Buy - p. 16

Selling to Tough Customers - p. 16

~~The Competitive Edge - p. 16~~

Selling in the 80's - p. 16

~~Listening for the Sale p. 16 (has been in for preview)~~

Source: Salenger Educational Media: Film Programs

Dealing with People - p. 3

Listening Makes a Difference - p. 2

The ABC's of Telephone Sales p. 3

Sell Benefits: The Key to Creative Selling p. 3

ATTACHMENT d.

Section 2.

Student Examples

Student Learning Contracts and Evaluations Removed to Preserve
Confidentiality